



Uruguay  
Educa

Un portal en movimiento

## Differentiated Instruction Posters

Created by participants of the 2018 Emerging Pedagogies Course.

EMERGING PEDAGOGIES

# DIFFERENTIATED INSTRUCTION



## CREATING A CLASSROOM ENVIRONMENT

That invites kids to the table of learning. They should know we support them so, they can work hard and shoot high.

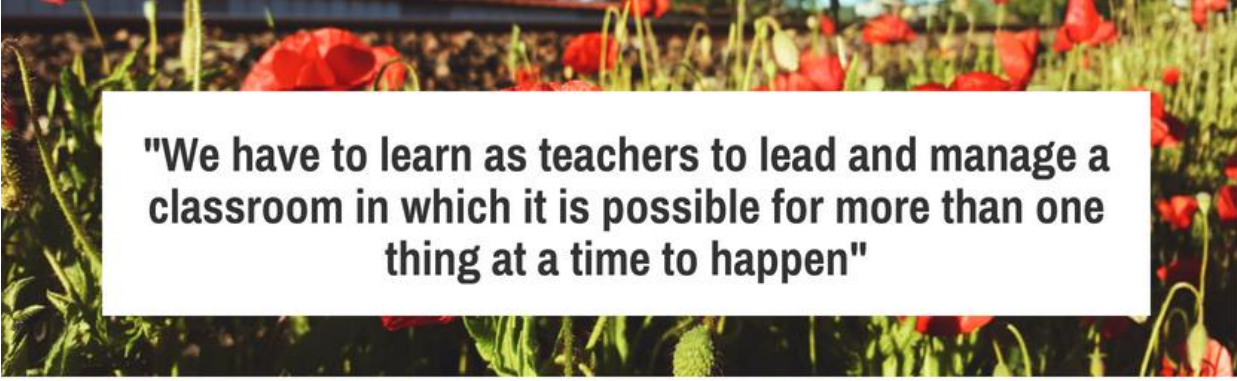
## CONSISTENTLY IMPLEMENTING ONGOING ASSESSMENTS

In order to check where kids are constantly relative to the learning outcomes.

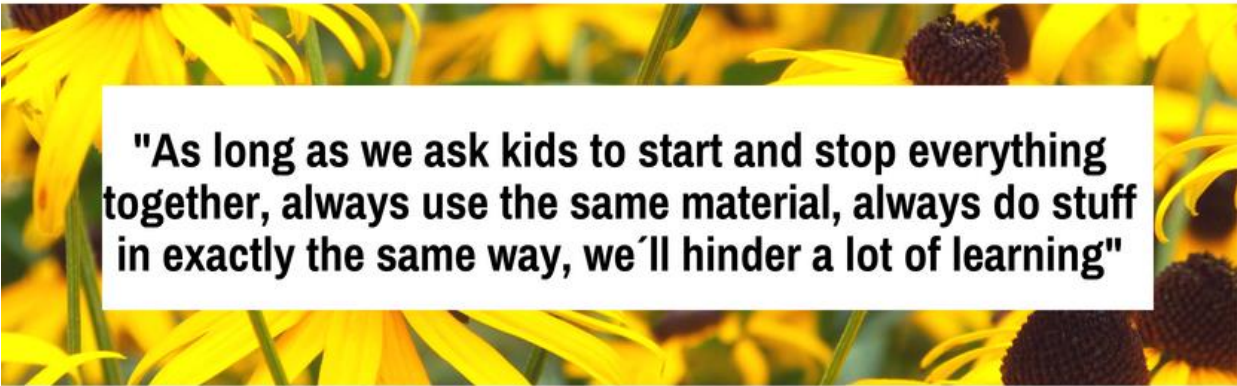
## EFFECTIVE CLASSROOM MANAGEMENT

In which it's possible for more than one thing at a time to happen.

DIFFERENTIATION IS A CONTINUUM RATHER THAN  
A POINT...



**"We have to learn as teachers to lead and manage a classroom in which it is possible for more than one thing at a time to happen"**




**"As long as we ask kids to start and stop everything together, always use the same material, always do stuff in exactly the same way, we'll hinder a lot of learning"**



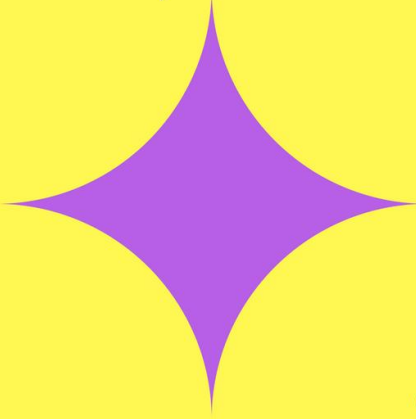
**"Students need opportunities to work in group settings that they are comfortable with as well as those that challenge them to learn and grow"**

**#DIFFERENTIATED INSTRUCTION**



Differentiated instruction promotes an environment in which learning differences are not tolerated but valued.

Students have opportunities to learn in multiple ways with a variety of activities sharing with different peers.





**DIFFERENTIATED  
INSTRUCTION**

**ENGAGING AND  
CHALLENGING LEARNING  
ENVIRONMENT.**

**DIFFERENCES ARE  
RESPECTED AND VALUED.**

**COMMON-SENSE  
DECISIONS.**



**DIFFERENTIATED  
INSTRUCTION**

**MEANS:**

**\* TAILORING INSTRUCTION TO  
MEET INDIVIDUAL NEEDS  
\* DIFFERENTIATE CONTENT AND  
PROCESS**

**\* USE ONGOING ASSESSMENT  
\* UNDERSTAND STUDENTS  
STRENGTHS AND WEAKNESSES**

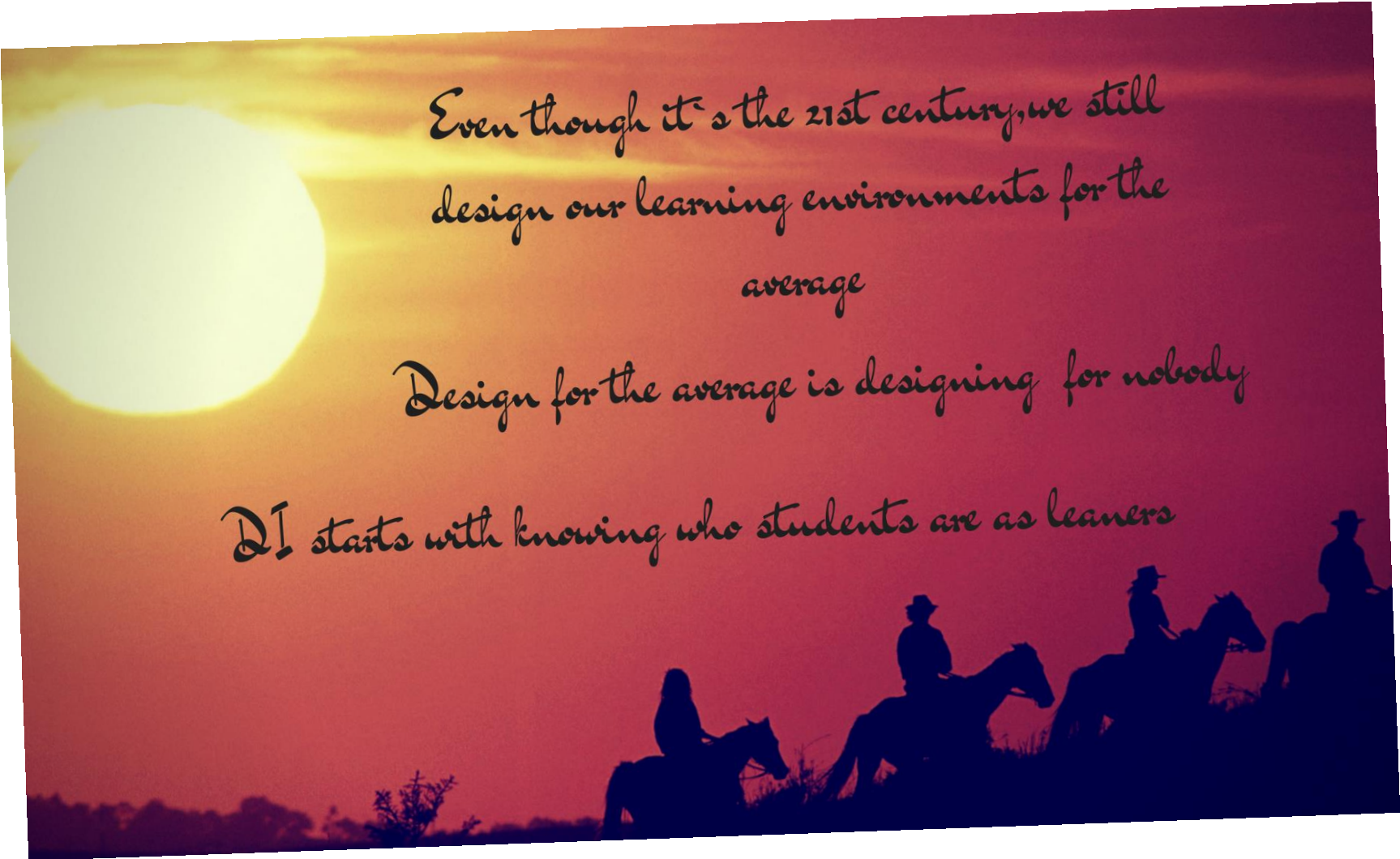
**ALL OF OUR STUDENTS POSSESS  
SPECIAL TALENTS**



Learning differences are  
valued

MULTIPLE LEARNING  
OPPORTUNITIES

Flexibility & a clear  
structure



Even though it's the 21st century, we still  
design our learning environments for the  
average

Design for the average is designing for nobody

DI starts with knowing who students are as learners



A photograph of a classroom scene. A male teacher in a white shirt and dark tie stands at the front of the room, smiling. He is positioned in front of a blackboard and an American flag. Several students are seated at desks in the foreground, looking towards the teacher. The room has large windows with blinds on the left side, and a light fixture hangs from the ceiling.

# Differentiated instruction

- It is a philosophy that acknowledges that students learn at different rates and in many different ways.
- It benefits students because it promotes an environment in which learning differences are not just tolerated, they are valued.
- It can enhance a teacher's ability to reach all learners, and it can particularly benefit students with learning disabilities, English language learners, students who are gifted or students considered at risk for not completing school.

# DIFFERENTIATED *Instruction* ED

1

## ENGAGING LEARNING ENVIRONMENT & SUPPORT SYSTEM

Create a class environment that invites kids to the table of learning, letting them know they can have a support system to help them dive into knowledge.

2

## DIFFERENCES ARE WELCOME AND VALUED IN THE CLASS

differences are not "tolerated" but welcome into the class, shaking up what goes on in order to let students make sense of ideas.

3

## ONGOING ASSESSMENT CONSTANTLY INFORMS INSTRUCTION

A systematic process of ongoing assessment is what tells the student where he is and where he has to go next, as it also informs instructional decisions and promotes effective management of lessons.



*Differentiated instructions... a sequence  
of common-sense decisions made by  
teachers*

**ENGAGING LEARNING ENVIRONMENT,  
SUPPORTING EVERY LEARNER**

*Learning focus clear to teachers, clear to  
kids*



# Differentiated Instruction

Some key concepts behind this approach:

- \* **Engaging learning environment** Which encourages students learning at their own rate and different ways.
- \* **Ongoing assessment** Which provides snapshots of what students have learned and can demonstrate what they know and understand.
- \* **Flexible groupings** Which give students opportunities to work in group settings that they are comfortable with as well as those that challenge them to learn and grow.





# Differentiated instructions

It is a teaching philosophy based on the premise that teachers should adapt instructions to students differences, like readiness levels, learning preferences and interests.

Students can demonstrate understanding in many ways and lessons are engaging and relevant.

According to Blaz "A teacher must be fully engaged, know the students and their needs well, use the curriculum proficiently and incorporate daily assessment. If this is not something you are already doing, it is an adjustment!"

“

Differentiated instruction is a sequence of common sense decisions made by teachers with a student first orientation.

It promotes an environment in which learning differences are not just tolerated but valued.

Students need opportunities to work in group settings that they are comfortable with as well as those that allow them to learn and grow.

”

*Haruki Murakami, A Wild Sheep Chase*

MULTIPLE LEARNING OPPORTUNITIES



# *Value differences*

DESIGN ENGAGING  
LEARNING  
ENVIRONMENTS

# Differentiated instruction



-philosophy that acknowledges that students learn at different rates and in many different ways

- sequence of common-sense decisions made by teachers with a student-first orientation

-allows teachers to provide the best learning experience for all students






Differentiation as a continuum, it is something that is always ongoing, not as something finite.

It begins by knowing who students are and what type of learners they are.

It promotes an environment where differences are valued.





Engaging learning environment; encourage students to take the risk of learning.

Differentiation is a continuum and not a point.

Flexible grouping; students work with different peers in a variety of situations.

# **DIFFERENTIATED INSTRUCTION**

**It's a philosophy that acknowledges that students learn at different rates and in many different ways.**

**It gives students multiple opportunities to explore concepts, make sense of ideas and demonstrate what they know and understand.**

**It can particularly benefit students with disabilities, English language learners, gifted students and drop**

As long as we ask kids to start and stop everything together, always use the same materials, always do stuff at exactly the same way, we'll hinder a lot of learning.

Differentiated instruction promotes an environment in which learning differences are not just only tolerated, they are valued

When done effectively differentiated instruction ( ) informs how physical space at the classroom is organized, what learning resources are used, how instruction is planned and delivered, how student learning is assessed.

**DIFFERENTIATED  
INSTRUCTION** begins  
with knowing who  
students are as  
learners.

Teachers should:

- \* constantly be aware  
of creating an  
engaging learning  
environment.

- \* continuously use  
formative assessment,  
to see who's confused,  
who's behind, who's  
missing.

**Differentiation allows**

**students to demonstrate  
what they know and  
understand.**

**Differentiated instruction  
promotes an environment**

**in which learning  
differences are not  
tolerated but valued.**

**All students have a wide  
range of abilities and  
strengths.**

# *Differentiated Instructions*

**engaging learning  
environment**

**response to  
students' instructional needs**

**provide the best learning  
experience for all students**



**DIFFERENTIATED  
INSTRUCTION**

**PHILOSOPHY THAT BENEFITS  
EVERY STUDENT IN THE  
CLASSROOM WHERE LEARNING  
DIFFERENCES ARE VALUED**

**SEQUENCE OF COMMON SENSE  
DECISIONS A TEACHER MAKES  
WITH A STUDENT FIRST  
ORIENTATION**

**TEACHERS PROVIDE MANY AND  
VARIED RESOURCES SO  
STUDENTS HAVE MULTIPLE  
OPPORTUNITIES TO EXPLORE  
CONCEPTS AND DEMONSTRATE  
WHAT THEY KNOW AND  
UNDERSTAND**





# DIFFERENTIATED INSTRUCTION

Three ideas to bear in mind

- Pay attention to the big spectrum of students in the class: their differences, weaknesses, strengths, abilities, interests.
  - Create an appropriate flexible learning environment for all of them, which values differences.
  - Challenge students. Provide them with learning experiences in the classroom
- 

